DOCUMENT RESUME

ED 324 313 SP 032 677

TITLE	Human Growth and Development. Health Module.
INSTITUTION	Connecticut State Board of Education, Hartford.
SPONS AGENCY	Connecticut State Office of Policy and Management, Hartford.
PUB DATE	90
CONTRACT	87JJ424064X
NOTE	91p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Cooperative Learning; Decision Making; Elementary Secondary Education; *Health Education; *Individual Development; *Life Style; Quality of Life; State Curriculum Guides; *Teaching Methods

ABSTRACT

The overall goal of this module is to provide elementary and secondary students with the knowledge and skills necessary to evaluate their behavior, take responsibility for their health, and understand the consequences of their actions in order to minimize and/or avoid health risks. The module is divided into four major groupings: primary, upper elementary, middle/junior high school, and high school. Instructional objectives are provided for each grade level, and each suggested activity is categorized in five areas: (1) gaining information; (2) comprehension and application; (3) extending knowledge; (4) skills application; and (5) bonding applications, which refer to activities involving the formation of relationships with peers, family, or community. Additional resources are listed and a bibliography is included. (JD)

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HEALTH MODULE

ED324313

HUMAN GROWTH AND DEVELOPMENT

Funded through a grant from the
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Acknowledgments

Many people have contributed to the development of this *Module in Human Growth and Development*. The ideas, recommendations and support of these committee members who gave generously of their time are greatly appreciated.

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Special thanks also are extended to Elaine Brainerd, Jane Burgess and Eve Hendricks of the State Department of Education, and to other professionals in the field for their efforts in reviewing this module.

This module was developed through funding by a grant from the Juvenile Justice Advisory Committee through the Office of Policy and Management. Grant number 87JJ424064X.

OVERVIEW

Human growth and development is only one component of a comprehensive health education curriculum. Other components would include, but are not limited to, prevention of communicable and noncommunicable diseases; nutrition; substance abuse prevention; physical, mental and emotional health (including youth suicide, first aid, safety and accident prevention) and community and consumer health. A well-developed comprehensive health education curriculum is designed to teach knowledge as well as the development of skills, e.g., building student self-esteem, developing decision-making processes and learning communication skills. This combination of skills and knowledge will empower our youth to evaluate their behavior, take responsibility for their health and understand the consequences of their actions. This approach emphasizes the concept that the student should develop a positive lifestyle which will lead to the prevention of disease and disability.

This health module presents specific objectives, together with suggested activities to meet those objectives. Several suggested activities incorporate the teaching strategy of cooperative learning as a means to assist in student bonding. Cooperative learning involves students working together in small groups for extended periods of time. Instructional situations can then be structured to create meaningful interdependence with the cooperative learning groups. Each student becomes a responsible group member. In order to be successful, the group must learn to link together. Cooperative learning provides the opportunity for the students to practice the skills of communication. The students learn to be active listeners, to give everyone in the group an opportunity to contribute, to solve problems, to debate and discuss and to be active decision makers. Cooperative learning is a strategy to help students become connected.

This guide is not a mandatory course of study. It does, however, offer recommendations based on current research and information. It is incumbent upon each school district, using the various elements that contribute to successful program planning, to take the leadership in designing a curriculum reflective of its own community needs and expectations.

IMPORTANCE OF THE MODULE

Connecticut's future lies in the hands of its children. If we fail our children by not providing them with the tools needed to be productive citizens, we have failed as a state and as a nation. Many of our students find Connecticut an ideal place to learn and grow. We have excellent school systems. We have lakes, salt water beaches and fine recreational areas. We also host numerous major cultural events and are within easy traveling distances to New York and Boston. Connecticut provides opportunities that both challenge and enrich. However, we have children who are growing up in a world where abuse, addiction, poverty, teenage pregnancy, disease, depression and extreme stress are a reality.

For instance:

- Mortality and morbidity rates for all age groups have gone down over the past 20 years except those for teens, which are 11 percent higher. (1)
- One-third of the students surveyed nationally reported that they had "seriously thought" about committing suicide, and 14 percent reported having "actually tried" to take their own lives. (2)
- Fourteen percent of Connecticut's teens currently are working through depression. (3)
- More than 9,100 Connecticut teens were pregnant in 1986. (4)
- Approximately 2.5 million teenagers in the U.S. are infected with a sexually transmitted disease each year. (5)
- One in every four people treated for a sexually transmitted disease in Connecticut were 19 and under. (6)
- As of July 1989, national figures indicate there are 102,621 confirmed cases of AIDS with 399 of those cases in the 13-19 age range and 21,039 in the 20-29 age range. (7)
- As of May 1989, Connecticut had 1,320 confirmed cases of AIDS. (7)
- The average age to have sexual intercourse for the first time is 16 for girls and 15.5 for boys.
- In 1986, there were an estimated 2.2 million reported cases of child abuse or neglect. (3)
- Every day in the U.S., 988 children are abused. (9)
- Thirty-six percent of fourth grade students surveyed in the U.S. have felt pressure to try alcohol or marijuana. (10)

Each day one million working Americans call in sick. More than 330 million work days are lost each year due to health-related causes and more than 10 percent of the gross national product goes to health care costs. As a state and as a nation we must take action. With approximately 41,700 teachers, administrators and support staff working with 468,300 students in the Connecticut public schools, we have an enormous opportunity and responsibility to make positive health changes in our society. (Adapted from the Wisconsin Health Education Guide - 1985.) The schools, however, are only one agent involved in this process. We must work in conjunction with the family and the community at large.

In this changing society, students must be empowered to take charge of their lives, to make healthy decisions, to respect their bodies and minds as well as those of others. We believe that this module used in conjunction with a strong skill-based health program will help provide students with some of the tools necessary to deal with today's societal stresses.

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8. Department of Health and Human Services, Public Health Service, Centers for Disease Control. AIDS Prevention Guide.
9. Children's Defense Fund. "Who's Watching the Children?" M. Wright Edelman, 1988. Page 7.
10. National Transportation Safety Board. "Public Policy on Alcohol and Drug Safety Education," NTSB SS-86/01, U.S. Government, Washington, DC, March 1986: p. 4.

HOW TO USE THE MODULE

This module is divided into four major grade groupings: primary, upper elementary, middle school/junior high school and high school. The module was developed in the format of grade groupings to accommodate differences in individual districts. It is incumbent upon each district to select developmentally appropriate learning objectives and activities for each specific grade in which health will be taught. For example, if health is taught in the first grade, rather than addressing the primary level, the curriculum must specifically target learning objectives and activities for the first grade.

Districts may use the following criteria in determining appropriate objectives and activities for specific grades:

- Are the selected objectives and activities appropriate for the age and developmental stage of the individual child or grade grouping?
- Are the selected objectives and activities following a sequential pattern?
- Are the selected activities culturally sensitive to your specific population?
- Are the knowledge-based activities linked with skill-building activities?
- Are your students' identified risk factors being considered?

The modules contain the following information:

- A list of recommended learning objectives that should be met by students at the end of each grade grouping;
- A list of suggested activities which address the stated learning objectives; and
- Where appropriate, recommended resources for each learning objective.

To give background information and to provide a resource for the health teacher, the Appendix contains the following:

- A suggested list of available resources;
- A glossary of terms;
- A bibliography – for both students and parents; and
- Suggested activities by grade.

Although several suggested activities include the application of the decision-making model and other skill-building activities, e.g., enhancing self-esteem and developing interpersonal skills, there are no specific lessons which address the issue of how to teach these skills. Several commercial comprehensive curriculum packages provide specific lessons in this area.

Each suggested activity in the module is categorized in five areas. Three of the five areas relate to the anticipated, applied level of thinking skills needed by the student to complete the activity. The other two components indicate if the activity involves the application of skill and/or bonding techniques.

The key below describes the five categories:

- GI – Gaining Information
- CA – Comprehension and Application
- EK – Extending Knowledge
- SA – Skill Application
- BA – Bonding Application

Activities which are identified as gaining information basically involve listing, naming, labeling or in other ways gaining basic knowledge. Activities which are identified as comprehension and application involve the comprehension, interpretation and application of the knowledge learned. Activities which are identified as extending knowledge represent a higher level of thinking, in that the knowledge is examined, judgment and evaluations are made and new or creative designs could occur as a result. In some cases activities involve more than one level of thinking skills to complete and are so indicated with multiple Xs. The category of skill application indicates if the activity involves the application of skills, e.g., decision making, refusal skills, problem solving, enhancing self-esteem. Bonding application lessons refer to activities which involve the formation of relationships with peers, family or community.

The suggested objectives and activities should be used to help teachers get started and to provide a direction that would be developmentally appropriate for specific grade groupings. This module is not intended to be all inclusive or mandated by the State Department of Education.

The learning objectives and activities included in this module are those that will result in the attainment of knowledge experts in the field believe children should have. However, Sec. 10-19 (b) and 10-16 (e) and (f) of the *Connecticut General Statutes* provide for the rights of parents to exempt their children from those programs that the school district deems to be AIDS education and family life education.

The resources listed in this module, e.g., books, videos and filmstrips, have been suggested by professionals in the field. The State Department of Education has not previewed all of the resources listed and recommends that each school district preview them prior to use with students.

TEACHING STRATEGIES

Skills Defined

The overall goal in health education is to help students learn to minimize health risks and avoid behaviors which can adversely affect their health. These strategies enable students to have the power to make appropriate decisions and to become productive citizens. The goals of acquiring information must interface with skill development strategies.

Those essential skills that have been articulated are as follows:

- **Communication** — The ability to express oneself verbally and nonverbally. The interchange and interpretation of ideas.
- **Decision making** — Skills for looking at and examining the available options. Gathering information and making informed decisions.
- **Self-Concept** — The ability to feel good about oneself. This includes taking inventory of one's own current strengths and weaknesses.
- **Coping strategies** — Skills necessary for dealing with change, stress and loss in one's life.
- **Bonding** — A formation of close relationships with family, school, peers, community and society.
- **Interpersonal relations** — Skills necessary for establishing and maintaining appropriate relationships both in the home and with friends. The ability to evaluate friendships.

(Adapted from the Columbia Health Guide, Columbia, CT)

CLASSROOM ENVIRONMENT

It is important to establish an environment that is comfortable for the student. The student must know that the ground rules established for the classroom will be adhered to and that the classroom is emotionally safe. The physical setup of the classroom conveys messages as to the comfort level of the environment. It is suggested that a variety of classroom settings be considered, e.g., students sitting on the floor for discussion, desks and/or chairs placed in a circle and students arranged in small groups. Consideration also might be given to the notion of the students designing their own classroom environment. *Connecticut's Common Core of Learning* (1987) states that each student should be able to:

- "develop productive and satisfying relationships with others based on mutual respect;" and
- "develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others."

Recommended ground rules for the classroom environment include the following:

- Teachers and students should respect each other by not asking personal questions.
- "I" statements should be used to state opinions or feelings.
- No one should ridicule anyone else for asking a question or making a sincere comment or suggestion.
- Not everyone in the class will agree on issues. Students should try to respect their classmates' different opinions.
- Teachers should answer student questions at the appropriate developmental level.
- No one should get hurt mentally or physically.
- Everyone has a responsibility to help others feel good about themselves.
- Students need to strive for confidentiality in not disclosing other students' personal feelings and statements which may be shared in classroom discussions.
- Students should have the option to pass during class discussion. The teacher also should have the option to pass for the purpose of further studying a question or for considering an appropriate context.
- When possible, proper terminology should be used.
- Sexual abstinence must be stressed as the best avenue to prevent unwanted pregnancies and the transmission of sexually transmitted diseases, including AIDS.

In order to promote school and community, bonding it is further recommended that:

- students be encouraged to share class discussions with their parents or guardians;
- teachers and administrators plan and conduct workshops for the parents or guardians, staff and other interested persons as to the importance of a comprehensive health program and share curriculum materials with them;
- teachers and administrators be aware of community resources that would serve in assisting students; and
- teachers and administrators provide opportunities to enhance the skills of parents to better recognize and address their health needs.

In such an environment the teacher might want to lead the students in processing a variety of feelings, reactions and understandings. A few examples of such open-ended statements might include the following:

During this activity:

- I learned...
- I noticed...
- I observed...
- I wished...
- I was aware...
- I could identify...
- I decided to...
- I felt...
- I thought...
- I planned to...

HOW TO ANSWER STUDENTS' DIFFICULT QUESTIONS

Often the most difficult and frightening part of health education for teachers is not in presenting information, but in answering difficult questions.

The following procedures from Skerker (1988) have been developed to prepare teachers to feel confident and comfortable in answering children's questions, particularly those questions that relate to morals or values.

1. Listen Carefully

Children often ask long, sometimes convoluted questions about sex, illness, death or emotional issues. Adults may "tune out" or become embarrassed themselves. During this process, both child and adult can be drawn away from the main issue. Developing good listening skills will help the adult answer the child's question.

2. Take A Deep Breath

Taking a deep breath serves two functions:

- It gives you time to think.
- It brings extra oxygen to the muscles, allowing you the chance to relax before answering a difficult question.

3. Question Yourself

Ask yourself what question the student is really asking.

4. Restate The Question

If you believe you understand the question, restate the question as you understand it before you attempt to answer it.

If you are unsure about the question, ask the student to restate it. This technique allows the student to clarify the issue in his or her own mind and restate the question in his or her own words.

5. Answer The Related Question

Once you understand the question, answer it briefly, honestly and directly.

Remember that teachers should never feel they must answer every question. Teachers should acknowledge the importance of the question and praise the child for asking the specific question. However, teachers should not feel that they must be experts on everything or feel compelled to take a stand on all issues. Referring students to other resources on specific issues is not only acceptable but also an important teaching technique. By identifying a variety of other resources, the teacher helps students understand that they are not alone, that there are a variety of "helpers" available. Key resource people to mention are parents, clergy, school personnel such as nurses, counselors, social workers, administrators and community "helpers" or agencies.

6. Ask The Student, "Do You Understand?"

Never assume that simply because you have answered the question correctly, the student has understood the information.

7. Check The Student's Comprehension

Ask the student to explain to you what he or she learned or understood from your discussion.

8. Correct Errors Or Omissions

9. Praise The Student

Students may ask questions that are important or silly. Regardless of the nature of the question, always praise the student for asking the question.

This process may seem awkward at first, but with practice these steps make answering students' questions easier for adults. More importantly, it allows the teacher to present information in a manner that is helpful to the student.

From *"AIDS: What Every Teacher Should Know;"*
Educator's Manual by Veronica M. Skerker.
Weston, CT: Instructional Media Institute, 1988.
Used with permission.

DECISION-MAKING MODEL

Students need practice in making decisions. The skills students need in order to make appropriate decisions include abilities to observe, listen, gather information, classify information, compare and contrast facts, and to interpret, analyze and evaluate the information. Students need to be able to process specific health concepts, facts and situations before deciding what course of action is appropriate and responsible. It is strongly recommended that students practice these skills frequently. To use the model, students need help with the following:

- Identifying the problem;
- Brainstorming various solutions that might resolve the problem;
- Examining the alternatives by analyzing the positive and negative consequences of the proposed alternatives in terms of whether or not the decision is safe, legal, healthful, shows respect for self and others and follows the guidelines established by parents or guardians;
- Selecting an appropriate solution;
- Accepting the consequences of the decision; and
- Evaluating the decision and making changes if necessary.

(Adapted from *Guidelines for Improving School Health Education K-12*, Ohio Department of Education, and *AIDS: Understanding and Prevention*, Merrill Publishing Co., 1988)

REFUSAL SKILLS MODEL

Listed below is a suggested procedure for helping students "say no." Refusal skills are techniques that can be used to reinforce decisions and show respect for the individuals in the situation, while following a path that is safe and consistent. The refusal of one individual to engage in unsafe or undesirable behavior can help others to support their inclination to say no. In using this model students should:

1. Ask questions
    - Why are we going . . .?
    - What are we going to do . . .?

2. Name the potential trouble
    - That's . . .

3. Give a reason for your refusal
    - I do not want to do that because . . .
    - If I do that . . .

4. Provide alternatives
    - Instead let's . . .
    - Why don't we . . .

5. Take definite action
    - I am not going but if you change your mind you can . . .
    - Physically leave the encounter

A student under pressure should think of the following tips:

- Stay calm
- Look directly into the eyes of the other person
- Use "I" statements in the refusal process
- Say the person's name

- Pause
- Do not waiver with the decision
- Repeat the decision
- Do not try to argue - continue following the refusal skill model

(Adapted from Merrill Publishing Co., *AIDS: Understanding and Prevention* and CHEF, *Here's Looking At You, 2000.)*

POTENTIAL POSITIVE AND NEGATIVE CONSEQUENCES

Human Growth And Development

If the knowledge and skill-based objectives, as outlined in this module, are met, it can be assumed that the positive consequences listed below may occur. Conversely, it can be assumed that if the knowledge and skill-based objectives are not met, undesirable or negative consequences may occur.

Potential Positive Consequences

- increased self-esteem
- establishment of lifelong positive health behaviors
- development of coping skills
- empowerment of students
- improved academic performance
- increased ability to cooperate and work with peers and others
- acceptance of individuals who are different
- reduced risk of premature pregnancy
- acceptance of changes that occur during adolescence and over a lifetime
- avoidance of risky behavior that may lead to disease and/or injury
- increased school attendance
- knowledge of support within the family and community

Potential Negative Consequences

- poor self-image
- vulnerability to disease, disability and premature death
- inability to cope and make appropriate healthy decisions
- low school achievement
- feelings of alienation
- inability to accept individuals who are different, e.g., people with disabilities
- increased risk of premature parenting
- development of stress-related conditions
- participation in potentially harmful behaviors
- increase in school absences
- truancy and dropping out
- postponement of seeking health care
- lack of knowledge of community resources

RISK FACTORS FOR HUMAN GROWTH AND DEVELOPMENT

Listed below are factors that might put a student at greater risk for undesirable health consequences. Many of these risk factors are societal problems. Schools cannot impact on all of them. However, individual schools may need to adjust their programs in order to compensate for community, family or individual risk factors.

- Family history or ethnic susceptibility to disease, e.g., heart disease, sickle cell anemia
- Dysfunctional family systems
- Language barriers
- Lack of health care
- Lack of community resources
- Lack of financial resources
- Lack of knowledge of community resources
- Lack of sex education at home and/or school
- Violence on television or in the community

GOALS – HUMAN GROWTH AND DEVELOPMENT

The overall goal of this module is to provide students with the knowledge and skills necessary to evaluate their behavior, take responsibility for their health, and understand the consequences of their actions in order to minimize and/or avoid health risks.

To this end, this module will provide students with opportunities to gain an understanding of:

- accurate information related to critical issues in growth and development, functions of the body and human sexuality;
- the practice of skills in the understanding, interpretation and evaluation of health information;
- the connection between individual behavior and the development of a healthy individual;
- the application of the decision-making process and the refusal-skill model to a variety of situations;
- the need to accept responsibility for personal health and protection, as well as family and community health; and
- how to utilize available health services and resources.

CONTENT AND SKILL OBJECTIVES

The objectives listed below will provide students with basic knowledge necessary for them to act responsibly. The attitude and attribute skills, combined with the knowledge areas, will provide the tools for students to evaluate their behavior, take responsibility for their actions and understand the consequences of their actions.

MAJOR CONTENT AREA:
HUMAN GROWTH AND DEVELOPMENT

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS
PRIMARY	
The students will: • name and tell the functions of the major external and internal body parts; • list the behaviors that will maintain and protect the body's systems; • know that cultural beliefs may affect attitudes and behaviors; • name and list the general functions of the body's systems; and • identify resources for information and support to help solve problems.	**Decision Making** The students will: • list ways to ask adults for help in making appropriate choices; • brainstorm ways of dealing with problems; • list ways to stay out of trouble; and • recognize that all behaviors result in consequences. **Self-Concept** The students will: • accept that they are lovable and capable; • accept that they are worthy of and care and consideration; • list examples of positive and negative feelings; • describe appropriate ways of expressing positive and negative feelings; and • learn healthy ways to have fun. **Interpersonal Skills** The students will: • practice ways to ask for help from adults; • practice positive ways to ask for what they want from peers and adults; • say "please" and "thank you;" • demonstrate appropriate ways of expressing positive and negative feelings; • make "I" statements; and • say "NO" to friends, when appropriate, in ways that will not hurt their feelings.

MAJOR CONTENT AREA:
HUMAN GROWTH AND DEVELOPMENT

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS
PRIMARY, continued	**Bonding To Family, Peers And Community** The students will: • practice making other children feel included and accepted in a group; • name adults who might be helpful to them, e.g., parents, relatives, teachers, clergy, doctors; and • learn ways to cooperate with others.

MAJOR CONTENT AREA:
HUMAN GROWTH AND DEVELOPMENT

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS

UPPER ELEMENTARY

The students will:

- explain the functions of each of the body's systems;
- describe the behaviors that will maintain and protect the body's systems;
- describe how cultural beliefs may affect attitudes and behaviors;
- describe the changes that occur at puberty;
- identify characteristics of the different stages of the life cycle; and
- identify resources that assist students in coping with adolescence.

Decision Making

The students will:

- be able to identify sources that exert influences on them;
- recognize that an individual has choices;
- identify the roles peers play in decision making;
- identify the steps in the decision-making process;
- role-play decision making; and
- accept the consequences of their own behaviors.

Self-Concept

The students will:

- identify ways to enhance their strengths and minimize their weaknesses;
- appreciate that they are lovable and capable;
- make "I" statements;
- appreciate that they are worthy of care and consideration;
- identify positive qualities in themselves and others;
- practice behaviors that enhance their self-image; and
- practice expressing feelings appropriately.

Interpersonal Skills

The students will:

- give positive feedback to peers;
- demonstrate verbal and nonverbal communication;
- develop listening skills;
- practice assertiveness skills;
- identify resources for help with family, school and community;
- ask adults for help;
- practice expressing positive and negative feelings in an appropriate manner;
- role-play refusal skills;
- identify strategies for managing stress, depression and personal loss; and
- list the warning signs of suicide.

MAJOR CONTENT AREA:
HUMAN GROWTH AND DEVELOPMENT

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS
UPPER ELEMENTARY, continued	**Bonding To Family, Peers And Community** The students will: • accept diversity within their class or school; • describe the role the individual plays within his or her peer group and family; • analyze the need children have to belong to some group and the role this need plays in peer selection; • describe peer pressure; and • develop a sense of "classroom community" by accepting individual differences and learning to work cooperatively.

MAJOR CONTENT AREA:
HUMAN GROWTH AND DEVELOPMENT

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS

MIDDLE SCHOOL

The students will:

- describe the functions and roles of the body's systems;
- differentiate between behaviors that protect the body and behaviors that potentially can harm the body;
- analyze how cultural beliefs may affect adolescent behavior;
- describe the physical, social and emotional changes that occur at puberty;
- describe individual responsibilities associated with physical, emotional and social development; and
- identify personal and community resources.

Decision Making

The students will:

- analyze the role the mass media play in individual decision making;
- practice the decision-making process in everyday life; and
- identify short- and long-term consequences of behaviors.

Self-Concept

The students will:

- remember that they are lovable and capable;
- respond to others in a manner that reflects that they are worthy of care and consideration;
- practice positive self-talk (see glossary);
- identify strategies for enhancing their self-image;
- evaluate personal behaviors that may hurt themselves or others;
- give and receive constructive feedback; and
- examine the relationship between individual behavior and others' perceptions of that behavior.

Interpersonal Skills

The students will:

- be assertive, when appropriate;
- give praise to peers;
- practice giving constructive criticism to others;
- practice refusal skills;
- practice strategies for managing stress, depression and personal loss;
- recognize enabling behavior in themselves; and
- describe resources available for students.

MAJOR CONTENT AREA:
HUMAN GROWTH AND DEVELOPMENT

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS
MIDDLE SCHOOL, continued	**Bonding To Family, Peers And Community** The students will: • demonstrate cooperation and commitment, and accept personal responsibility for successful completion of a group project; • describe the roles individuals play in the success or failure of a community; • respond in positive ways to students who may be different from themselves; • analyze their emotional needs and find appropriate methods to meet them; • describe the importance of volunteerism; • share the reasons peer influence becomes critical during adolescence; and • develop a sense of "school community."

MAJOR CONTENT AREA:
HUMAN GROWTH AND DEVELOPMENT

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS

HIGH SCHOOL

The students will:

- analyze the interdependence of the body's systems;
- identify responsible behaviors associated with interpersonal relationships and health;
- analyze the physical, social and emotional changes that occur during adolescence;
- describe the physical, emotional and social changes that occur over a lifetime, from birth to death;
- identify and analyze environmental conditions that can affect the body's systems; and
- describe available resources for information and support.

Decision Making

The students will:

- apply decision-making, conflict-resolution, assertiveness and refusal skills;
- accept responsibility for the effect their behaviors may have on others;
- analyze short- and long-term consequences of their own behaviors; and
- consistently resist negative peer pressure.

Self-Concept

The students will:

- respond to others in a consistent manner, valuing all individuals from diverse backgrounds;
- internalize that they are lovable and capable;
- accept themselves as unique individuals, with strengths and weaknesses; and
- appreciate the uniqueness of others.

Interpersonal Skills

The students will:

- make "I" statements;
- consistently give praise to peers;
- give constructive criticism to others, when appropriate;
- recognize and accept that adult help may be needed in specific circumstances, e.g., potential suicide, drug involvement;
- develop a plan for whom to contact, what to do and how to get help for a friend who may be potentially suicidal, drug involved or have a serious emotional or physical problem;
- incorporate stress management and coping and refusal skills into their individual lifestyles; and
- practice ways to stop their enabling behaviors.

MAJOR CONTENT AREA:
HUMAN GROWTH AND DEVELOPMENT

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS
HIGH SCHOOL, continued	**Bonding To Family, Peers And Community** The students will: • value diversity within their school and community; • recognize needs in others and find appropriate ways of meeting those needs; • describe the importance of peer groups in their lives; • analyze the role of one's family during adolescence; • analyze contributions that individuals make to group success or failure; • volunteer for a project of their choice within their community; • develop a sense of responsibility to the community in which they live; and • internalize one's need to belong.

MODULE
HUMAN GROWTH AND DEVELOPMENT

PRIMARY

Instructional Objective 1

The students will name and tell the functions of the major external and internal body parts.

ACTIVITIES	GI	CA	EK	SA	BA
1. The students and/or teacher will identify and locate major body parts through the use of the game "Simon Says."	x				
2. Using their bodies, or charts of the human body, students locate major external and internal body parts, e.g., head, arms, legs, feet, hands, heart, lungs, stomach, uterus. With the teacher's help, students label a teacher-prepared diagram indicating the major external and/or internal body parts.	x				
3. The teacher initiates a discussion of the major functions of the five body senses (smelling, touching, tasting, hearing and seeing). During the discussion the teacher explains that people who are without a particular sense will develop their other senses more keenly. Students practice using their senses by closing their eyes and describing specific objects in the classroom. Variation: With their eyes closed, students identify specific foods by tasting or smelling.		x			
4. Using a large sheet of paper, students work in pairs to trace their bodies. Upon completion, students cut out the body shapes. On the cut-out shapes, students locate and draw the major internal body parts, e.g., stomach, lungs, heart, brain, uterus, testes. The teacher then discusses the functions of the organs. Cut-outs then are displayed in the classroom.		x			x
5. Working in pairs, students brainstorm and list on paper the purposes and functions of bones and joints. Students draw pictures of a skeleton and label as many bones as possible. Pictures can be displayed in the classroom. (Note: This activity may be applied to a variety of body parts.)	x				

GI = GAINING INFORMATION
CA = COMPREHENSION AND APPLICATION
EK = EXTENDING KNOWLEDGE
SA = SKILLS APPLICATION
BA = BONDING APPLICATION

PRIMARY
Objective 1, continued

	GI	CA	EK	SA	BA
6. Students "research" body parts and their functions. Students make a one-sentence game card with the function written on one side of the card and the body part listed on the other. Working in small groups, students play a game using the cards.	x				x
7. Working with a partner, students quiz each other in game fashion. For example, "I am thinking of a body part that...."	x				x

Resources

American Heart Association
American Lung Association

MODULE
HUMAN GROWTH AND DEVELOPMENT

PRIMARY

Instructional Objective 2

The students will list the behaviors that will maintain and protect the body's systems.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Each student will talk with a parent or guardian and bring to class two safety rules related to his or her home. The teacher and students together make a chart of the student responses to be displayed in the classroom. When students visit their physicians, they should ask them for one important health rule. This information also should be incorporated into the chart.	x				x
2. Students working together in small groups develop posters containing basic safety rules for their school environment, e.g., playground, classroom, cafeteria. Posters might be attractively decorated and illustrated, and displayed in the classroom.	x				x
3. Using large sheets of paper, students write ways in which they can take good care of themselves, e.g., brushing teeth, washing hands, eating three balanced meals each day and exercising.	x	x			
4. The teacher explains the importance of regular medical checkups in the maintenance and protection of one's health. Based on their own experiences, students then brainstorm a series of procedures that a physician or dentist might perform during an examination.	x				
5. The teacher lists body systems on the chalkboard and then discusses the general function of each system listed, e.g., the skeletal system helps to maintain the body's structure and gives support. Then, as a class, students brainstorm at least three behaviors that will maintain and protect that system, e.g., athletes wearing helmets and masks and drivers wearing seat belts. After the teacher reviews several body systems, students are divided into small groups. Each group is assigned a body system and is responsible for illustrating at least one way in which that system can be protected, e.g., a picture of a football player wearing a helmet. When illustrations are completed, students discuss their pictures.	x	x			
6. The teacher discusses the concept of personal safety and each student's right to privacy, including taking care of oneself and one's body and protecting oneself from dangerous situations, e.g., strangers.	x				

PRIMARY
Objective 2, continued

	GI	CA	EK	SA	BA
7. The teacher names examples of touch, e.g., hugs, pats, handshakes, pinches, tickles, slaps. The teacher then explains that touches can be called safe, unsafe or confusing, and discusses what students should do and who they should tell if they are in an unsafe or uncomfortable situation. Variation: The teacher places photos of a sad face, happy face and confused face in different parts of the room. Students then relate their feelings to the examples of touch by identifying with one of the faces.		x		x	
8. The teacher explains that, if someone wants us to do something unsafe, we can say "NO" and tell a trusted adult. Using the refusal skills model outlined on on page 12, students working in small groups practice saying "NO" in a variety of situations.		x		x	
9. Using puppets, the teacher and then the students model assertive "NOs" to dangerous situations, e.g., being asked to get into a stranger's car, or unwanted touching. Students then are asked what they would do if they faced these situations and who they would tell. Puppets are used to model safe responses.			x	x	

Resources

American Lung Association
American Heart Association
Schonfield, Margaret. *Talking About Touching With Pre-Schoolers.* Seattle, WA: Seattle Institute for Child Advocacy Committee, 1983.

MODULE
HUMAN GROWTH AND DEVELOPMENT

PRIMARY

Instructional Objective 3

The students will know that cultural beliefs may affect attitudes and behaviors.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Working with a partner, students write a sentence or two about what it means to be healthy and why being healthy is important. (Teachers must be sensitive to special health issues in the classroom, and emphasize that a person can have a disability but still be healthy.) The exercise can be expanded to include the importance of good health around the world. The teacher and students together examine issues related to economic, cultural and topographical conditions that might affect health (UNICEF posters might be helpful).		x			
2. Students design a calendar that includes cultural events and identify the events as well as the ethnic group that celebrates each event. The meaning of the events and their importance to each culture is discussed. Students might bring to class costumes, food or other objects that represent their own cultural celebrations or special events.	x	x			x
3. Students look at and discuss similarities and differences among pictures of people that are cut out from magazines. The teacher should include pictures of people from a variety of cultural and ethnic backgrounds and include in the discussion the differences in health attitudes and behaviors of the selected cultures.	x	x			
4. Students draw pictures of themselves entitled "A Very Special Me." They then discuss why and how each student is unique and special. Students first might discuss reactions and feelings in small groups and then share these with the class.		x			x
5. Students write or discuss in small groups what the world would be like if everyone looked the same, acted the same and had the same talents and abilities. The groups then share these reactions with their classmates. The teacher should emphasize the importance of each person being special and unique.	x	x			x
6. Guest speakers who represent different ages and cultural or ethnic backgrounds are invited to describe for the class how their health behaviors and attitudes have been shaped by their backgrounds.	x				

Resources

International Red Cross

Free to be You and Me, a film/video starring Marlo Thomas and Carol Hart, available from the Children's Video Library, Box 4000, 60 Long Ridge Road, Stamford, CT 06907, (203) 968-0000.

World Health. World Health Organization, Avenue Appia, 1211 Geneva 27, Switzerland.

MODULE
HUMAN GROWTH AND DEVELOPMENT

PRIMARY

Instructional Objective 4

The students will name and list the general functions of the body's systems.

ACTIVITIES

	GI	CA	EK	SA	BA
1. The teacher discusses how students need to differentiate between living and nonliving things. Included in the discussion is the fact that living things need food, air and water. Students collect a variety of pictures, e.g., horse, automobile, dog, baby, cat, rock, fish, and discuss which of these are living and which are not and why. Flash cards with pictures of objects might be used in a student game to identify which are living and which are not.	x				
2. The teacher obtains building blocks or Lincoln Logs. The teacher or a small group of students puts the logs together to form a house or similar structure. The students then are taught that each block in the house is like a body cell; the blocks are placed together to form different parts of the house. Students then discuss how this concept is similar to the human body, where the building blocks are called cells. The discussion can expand to include tissues and organs.	x				
3. Students and teachers working together name major body systems and the major body parts that belong to each system. The nervous, digestive, reproductive, skeletal, muscular, circulatory and respiratory systems should be included. The class then discusses how the parts (lungs, heart, stomach, intestines, etc.) work together.	x				
4. One way for students to name and list functions of the body's systems is to use a Halloween (or similar) skeleton. The students take apart and reassemble the bones of the skeleton. Round-head fasteners can be used to show how the bones move on the skeleton.	x				
5. Using pictures, the teacher demonstrates that all living organisms come from other similar living organisms, e.g., kitten/cat, puppy/dog, baby/adult. Variation: using flash cards with a picture of an adult on one card and its offspring on a different card, students play a matching game. This can be played with the entire class, small groups or partners. The teacher then discusses that many living organisms have similar body systems, e.g., cats, dogs, horses and humans all have hearts, lungs, brains, etc.	x				x
6. Students bring to class pictures of themselves as babies. Using the pictures, the teacher develops a game in which the students try to guess each other's identities. Students discuss the changes that have occurred since the time the pictures were taken.		x			x

PRIMARY
Objective 4, continued

	GI	CA	EK	SA	BA
7. The teacher explains the interrelatedness of the body's systems and the effect of body posture on the digestive system, the respiratory system and on an individual's overall appearance.	x				

Resources

American Heart Association
American Lung Association
American Cancer Society

MODULE
HUMAN GROWTH AND DEVELOPMENT

PRIMARY

Instructional Objective 5

The students will identify resources for information and support to help solve problems.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students bring to class pictures of people who are part of their support systems. They then make a bulletin board which includes photos of community helpers, e.g., police officer, firefighter, physician, member of the clergy, etc. Variation: Students list community helpers and draw pictures of those helpers.	x				x
2. Students make emergency telephone number cards to use at home, including the numbers of a relative, friend and those needed for emergency assistance. They then discuss situations in which they would call these people for help and share how they have used these assistance numbers in past situations.		x			x
3. The class brainstorms problem situations which students have experienced, including how they obtained help to solve their problems. Students then evaluate what they would do if someone they approached with a problem did not believe them.			x		
4. Students share experiences that their families have had in helping people in need. The following questions should be considered: • What did the family do? • How did the student feel? • What did the student do? • Would the student handle things differently today?		x		x	
5. Students write what they think might happen if "helpers" in the community (doctors, nurses, police officers, teachers), decided not to continue with their job responsibilities. When complete, students share their responses. The teacher introduces examples of countries or situations where these "helpers" are not present. Questions to be used might include: How do people cope? What are the advantages and disadvantages? What about cost and social responsibility?		x			

Resources

Who Do You Tell? Coronet/MTI Film and Video, 108 Wilmot Road, Deerfield, IL 60014, 1-800-621-2131.
Feeling Yes, Feeling No (video). Perennial Education, 930 Pitner Ave., Evanston, IL 60202.

MODULE
HUMAN GROWTH AND DEVELOPMENT

UPPER ELEMENTARY

Instructional Objective 1

The students will explain the functions of each of the body's systems.

ACTIVITIES

	GI	CA	EK	SA	BA
1. The teacher and students tape large sheets of paper to the classroom walls, and the teacher writes the name of a body system on the top of each sheet, e.g., digestive system, skeletal system, reproductive system. Using markers, each student writes something he or she knows, without being repetitive, about each system. The teacher assigns two or three students to each poster and students have three minutes to write whatever they can, and then each group moves clockwise to the next poster until all have had a chance to work on all posters. The results then are discussed.	x				x
2. Using resource materials, students add information to each poster used in Activity 1. All major functions and parts must be included. Students then copy information on the charts for future reference. The charts also may be collated into a class book, entitled "Our Bodies." Diagrams of body systems may be included in the book.	x				x
3. The teacher assigns a body system to students working in small groups. Students are allowed 5 to 10 minutes to figure out a way to portray that system through creative movement, using no props or words. Students then present skits and have classmates guess which body system is being portrayed. Students then discuss which clues provided the information they needed to identify the system and what they liked about each presentation.		x			x
4. Students draw from a hat the name of a body system, and then work in small groups to write songs or Raps about each system. Students should be provided with a few days to work on these projects. The teacher might invite another class to view the presentations.			x		x
5. Working in small groups, students analyze what would happen to the body if a particular body system stopped functioning. Organs we can live without and organs that are essential for life should be identified.			x		
6. Students draw large pictures of a "Superman" or "Superwoman" with particular powers or strengths in one body system. Students then write a fable about this superhero, and the effects of the "super" body system.			x		

GI = GAINING INFORMATION
CA = COMPREHENSION AND APPLICATION
EK = EXTENDING KNOWLEDGE
SA = SKILLS APPLICATION
BA = BONDING APPLICATION

UPPER ELEMENTARY
Objective 1, continued

	GI	CA	EK	SA	BA
7. Students write a report about a disease and analyze how this would affect the body's systems. Variation: Students research the affects of a drug, e.g., alcohol or tobacco, on the body's systems. How the drug could interfere with normal functioning of the body's systems should be included.	x				
8. Using a chart or model, students identify parts of the digestive and excretory systems (other systems also can be used in this activity). Working in small groups, students trace on large sheets of paper the outline of one of the group members. Using magic markers, tubes, yarn, cotton, pipecleaners and other materials, students outline the mouth, esophagus, stomach, small and large intestines, rectum and anus. (Heavier yarn should be used for the large intestine, and both intestines should have yarn of actual physical length.) Students then label the parts. Projects can be displayed in the classroom.		x			x

Resources

American Lung Association
American Heart Association
The Human Body. National Geographic Society Filmstrips, 1980. 17th and M. Streets, N.W., Washington, DC 20036.
My Mom's Having A Baby. Time-Life Video. 1271 Avenue of the Americas, New York, NY 10020.
Where Did I Come From?, Peter Mayle, also in video (see bibliography).
People, Love, Sex and Families, Eric Johnson (see bibliography).
Let's Talk About S-E-X, Sam Gitchel and Lorri Foster (see bibliography).

MODULE
HUMAN GROWTH AND DEVELOPMENT

UPPER ELEMENTARY

Instructional Objective 2

The students will describe the behaviors that will maintain and protect the body's systems.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students interview family members and list rules the students and other family members have for dealing with problems. These rules should fall into two categories: telling a trusted adult, or getting help immediately. Students then share these rules with their classmates.		x			
2. The teacher invites a dentist, doctor or other health care professional to visit the class to discuss the importance of regular checkups and medical care.	x				
3. Students make models of clogged arteries, decayed teeth, diseased lungs or other diseased or injured body parts. When models are complete, students list ways of avoiding such difficulties. Students set up materials from this activity for a "Health Fair" and invite other classes to visit. Students can explain to "fair" visitors the meaning and purpose of their display materials.		x	x		x
4. Using a large sheet of paper, students list ways in which they take good care of themselves. Students also might list various ways family members assist in this process. When the list is complete, students discuss the various ways either they, themselves, or family members, take responsibility for health care.	x				
5. Students keep a "food log," chart their eating habits for one week and evaluate the results in class. (Students need information on nutrition prior to this activity.)		x			
6. Students role-play "What If" situations for problem solving and assertiveness. For situations involving touch, the teacher stops the action at the point the touch would occur. Students then share how the touch would feel and what responses are possible. Students resume action to play out the solution and review the characteristics of an assertive response.			x	x	

Students might be asked to respond to the following:

- What if you were walking home from school late and someone in a delivery truck offered you a ride? How would you feel? What would you do?
- What if you were feeling sad and a good friend came over and put his or her arm around your shoulder?
- What if a friend told you that her uncle was touching her all over, that she didn't like it and that she wants you to keep it a secret?

UPPER ELEMENTARY
Objective 2, continued

	GI	CA	EK	SA	BA
7. Students draft a children's "Bill of Rights" for personal safety, including such items as the rights to privacy, to get help, to refuse an unwanted touch and the right to be safe.			x		

Resources

Videos and/or Films
No More Secrets, ODN Productions, 74 Varicle St., Suite 305, New York, NY 10013, (212) 413-8923 (available in Spanish).
The Necklace, part of a three-part series *Come In From The Storm*, Team Entertainment, 7777 Alvanado Road, Suite 113, LeMesa, CA 92041, (618) 698-9567.

Creative Problem Solving, Grades 4-6, Brian Benders, Joan Wheeler and Sharon Carter (see bibliography).
Preventing Sexual Abuse, Carol Plummer (see bibliography).

American Cancer Society
American Diabetes Association
American Heart Association
American Lung Association

MODULE
HUMAN GROWTH AND DEVELOPMENT

UPPER ELEMENTARY

Instructional Objective 3

The students will describe how cultural beliefs may affect attitudes and behaviors.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students make a collage of the "perfect" adolescent from magazine pictures. Then, working in small groups, students create a "typical" adolescent (either male or female). Students compare the results and respond to the following questions: • What are the similarities? • What are the differences? • What is the person wearing? • What might a teenager from another culture be wearing? • Would different cultures portray different images of that "perfect" or "typical" adolescent? Note: Prior to this activity, the students need to understand the meaning of the word *culture*. The teacher also might list examples of various cultures.		x			x
2. Students prepare lists of hygiene articles that would be used during adolescence, e.g., shaving items, deodorants and menstruation products. Students bring to class ads for hygiene products targeting their age group. As part of the class discussion, the following questions are addressed: Are these products necessary? Do they promote good health? Would the products be similar or different in other cultures?		x			
3. Students write anonymously on index cards the stereotypes and/or myths about certain groups or cultures. The following are then used for class discussion: Where do we hear these stereotypes? Media? Parents? Friends? (The teacher needs to be aware that this is an activity which must be conducted with sensitivity and caution.)	x	x			
4. The teacher explains that there are a variety of home environments in which children live. Students are asked to think about ways in which these families are similar and ways in which they are different. The following questions might be used for class discussion: How might families or home environments vary from one culture to another? What are some of the functions of family life that are common in all cultures? Who is responsible for carrying out these functions in your family? (The teacher may need to explain the meaning of the word *culture* and list examples of different cultures.)	x				

UPPER ELEMENTARY
Objective 3, continued

	GI	CA	EK	SA	BA
5. The teacher shows the film *Free To Be You And Me*. Students work with partners or in small groups to brainstorm a list of the important points of the film. The discussion should include the meaning of the title of the film. Students then share their responses.		x			
6. Students and their teacher bring to class a variety of magazine advertisements for health products, e.g., toothpaste, soap, shampoo. The advertisements are examined as to target audience, e.g., youth, elderly, handicapped and minority populations. Working in small groups, students redesign the advertisments so the products will appeal to the above-named populations. Each group then explains the changes that were made. The new advertisements might be displayed in the classroom.			x		x
7. Each student writes individually on the topic, "If I was a girl, I would..." or, "If I was a boy, I would..." When finished, the teacher writes some of the responses on the chalkboard. The class analyzes the ways being a girl or a boy affects what we do and how we are treated. Variation: "If I was black, I would..." or, "If I was Hispanic, I would..." When responses are complete, the issues of what it would be like to be a member of another cultural group might be discussed.			x		

Resources

Films and/or videos:

Behind the Mask, Anti-Defamation League of B'Nai Brith, 823 United Nations Plaza, New York, NY 10017.

Free To Be You And Me, with Marlo Thomas and Carol Hart. Children's Video Library, Box 4000, 60 Long River Drive, Stamford, CT 06097, (203) 968-0000.

There's An Elephant In The Living Room, Jill Hastings and Marion Typpo (see bibliography).
We All Come In Different Packages, Dee Konzal and Loretta Pesetski (see bibliography).
Name Calling: Activity Guide, Equity Institute (see bibliography).
World Health. World Health Organization, Avenue Appia, 1211 Geneva 27, Switzerland.

"Kids On The Block" puppets, 9385-C Gerwig Lane, Columbia, MD 21046, (800) 368-5437.

MODULE
HUMAN GROWTH AND DEVELOPMENT

UPPER ELEMENTARY

Instructional Objective 4

The students will describe the changes that occur at puberty.

ACTIVITIES

	GI	CA	EK	SA	BA
1. The teacher defines *puberty* and lists the changes that occur for boys and girls. Students then identify characteristics that boys and girls have in common.	x				
2. The teacher invites a school counselor, nurse or psychologist to class to discuss common changes that occur during puberty.	x				
3. Students determine their height in inches, either as a homework assignment or in class. With the teacher's assistance, the students add the height totals and divide to get the average. The questions, "Is anyone exactly average?" and "Does average mean better?" may be used to initiate a discussion.		x			
4. The teacher reads some appropriate "Ann Landers" or similar advice columns to the class. Students then write an "Ann Landers letter" about a problem related to puberty. Students put their letters in a box, draw one at random and read it aloud. Working in small groups, students discuss possible responses and agree on what they think is the best response. Each group writes this response on a sheet of paper and shares it with the class. (This process should be repeated a second time.)		x			
5. The teacher holds a "values auction," in which certain traits and characteristics, e.g., honesty, beauty, intelligence, athletic ability and musical ability are open for bid. Each student is given an imaginary $100 to spend. Students must bid on each item being auctioned. In confidence, students write each item and their bids on sheets of paper. Students then discuss the following questions: • Why were you willing to pay so much for your high-bid item? • Why were the low-bid items less important to you? • Do you possess the characteristics you deemed important? • How could you acquire these characteristics? • How could you help others to acquire these characteristics?			x	x	
6. Students view the films *Dear Diary* or *Am I Normal?* or read the books *What's Happening to My Body? Book for Boys* and *What's Happening to My Body? A Growing Up Guide for Mothers and Daughters*.	x				

UPPER ELEMENTARY
Objective 4, continued

	GI	CA	EK	SA	BA
7. Students generate lists of questions related to growth and development. The teacher collects the questions and makes sure they are addressed during the unit. (This might be done anonymously in the form of a question box.)	x				
8. Working in small groups, students design and develop new health products that would be "used" by young teenagers to enhance their health. Students package and attempt to "sell" their products to classmates by developing a commercial and/or writing an advertisement. Students evaluate the effectiveness of each group's products and advertising campaigns.			x		x

Resources

Films and/or Videos

Dear Diary and *Am I Normal*, New Diary Films, 22 River View Drive, Wayne Lakes, NJ 07470, (201) 633-0212.

The New Me and *Emotions Grow Too*, Sunburst Communications, 101 Castleton St., Pleasantville, NY 10570-9971.

Books (see bibliography)

Changing Bodies, Changing Lives, Ruth Bell.
People, Love, Sex and Families, Eric Johnson.
What's Happening to My Body? Book for Boys, Lynda Madaras.
What's Happening to My Body? A Growing Up Guide for Mothers and Daughters, Lynda Madaras.
Now You've Got Your Period, Ellen Mahoney.
Asking About Sex And Growing Up, Joanna Cole.

MODULE
HUMAN GROWTH AND DEVELOPMENT

UPPER ELEMENTARY

Instructional Objective 5

The students will identify characteristics of the different stages of the life cycle.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students research, using articles, books, magazines and other resources, characteristics typical of various age groups, e.g., infants, adolescents, young adults, senior citizens. Students put the information into chart form.	x				
2. Students observe infants and toddlers; the teacher might consider visiting a preschool, kindergarten or day-care class. Prior to the observation, students review a list of anticipated infant and toddler behaviors. During the visit, students list their observations. Students then compare their lists and share stereotypes, myths and realities.	x				x
3. Students interview their parents or other adults to find out what life was like a generation ago. Prior to the interview, students agree upon several common questions. Later, students share their results. Discussion issues might include the following: Are there any common memories? Any surprises? How was life similar to or different from life today?		x			x
4. Working alone or with a partner, students interview senior citizens. To prepare for the interview, students make a list of appropriate questions. Later, students share their interviews with the class. (Suggestion: If possible use a tape recorder for the interview.) Students then share stereotypes, myths and realities.		x			x
5. Students make "dream posters," showing all the things they hope to be doing when they are 20 to 25. When finished, the results are evaluated and shared with the class. The following questions should be considered: Did the accomplishments include possessions? Did they include other people, or physical activities? What values were shown?			x		
6. Students visit or work in a soup kitchen and/or plan an event for a nursing home. Students discuss fears and expectations before the trip. Afterward, they evaluate what was different and what was the same, compared with their expectations.			x		x
7. The class listens to the Beatles record, "When I'm 64." The teacher asks the students what they think their lives will be like when they are 64. Their fears and/or feelings about growing older also are discussed.			x		

UPPER ELEMENTARY
Objective 5, continued

GI	CA	EK	SA	BA
x				

8. Depending on the experience and readiness level of the class, the death of someone or something they loved, e.g., pet, friend, relative, is discussed. The teacher must be sensitive to the feelings and reactions of the students, and judge the depth of the discussion accordingly.

Resources

(See bibliography for the following)

100 Ways To Enhance Self-Concept In The Classroom, Jack Canfield and Harold Wells.
Before You Were Three, Robie H. Harris and Elizabeth Levy.
Growing Older In Connecticut, Junior League of Hartford and the Connecticut Association for Human Services.
Growing Up At Risk In Connecticut, Junior League of Hartford and the Connecticut Association for Human Services.
Being Born, Sheila Kitzinger and Nilsson Lennart.
Where Do Babies Come From? Margaret Sheffield.

MODULE
HUMAN GROWTH AND DEVELOPMENT

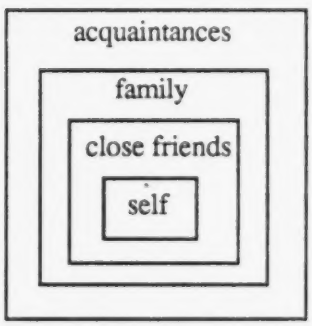
UPPER ELEMENTARY

Instructional Objective 6

The students will identify resources that assist students in coping with adolescence.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Working individually or in small groups, students make lists of all community "help lines" and resources for children. The following questions then are considered: What is available? Where would one go to obtain information about a specific need or issue? Students might put this together in pamphlet form. When the project is complete, each student writes about why it is important to know the available resources and people to contact.	x	x			
2. The teacher and students, working together, develop problem situations that would be relevant to students of this age, writing them on index cards (approximately eight different problems are needed). Students then select an index card with a problem situation and identify who in their support system they would ask for help, and what to do if that person couldn't help or didn't believe them. Students discuss the problems in small groups and then share them with the entire class.		x		x	x
3. The teacher uses the "privacy block" shown below, or develops a similar model, to be used with issues of student privacy. Students think about who they are willing to share problems with. Students think about patterns of self-disclosure and self-containment in terms of their feelings, opinions and actions. They determine where *family* might be included in this privacy block and explore whether or not family appears in the same place for each student and how decisions were made. The teacher also asks students to think about other people in their lives with whom they would feel comfortable discussing sensitive issues. Students complete their own privacy blocks and, when completed, discuss reasons for making their decisions. The characteristics and qualities that would place one individual in the "inner block" and another individual in the "outer block" should be discussed.		x	x	x	



Students might evaluate the following topics in terms of who they would talk to and tell:

- address and telephone number
- favorite TV show
- favorite food
- parent is a drug abuser
- the story of one's first love
- the fact that you cry and are afraid when left alone
- friend says, "I wish I was dead."

UPPER ELEMENTARY
Objective 6, continued

		GI	CA	EK	SA	BA
4.	The teacher invites other educators in the school to explain their roles in helping students cope and adjust to adolescence, e.g., guidance counselor, social worker, psychologist, school nurse.	x				
5.	The teacher describes a situation in which children are in conflict. Students should discuss the situation and role-play or write a conclusion to the conflict. Students should discuss whether or not others were needed to help solve the situation and, if not, under what circumstances others should be used as resources. In the following situation, to whom would the student go for help and why? There is a new student in the class. He uses a wheelchair. Joann welcomes him and introduces him to Susan. Susan makes fun of him.			x	x	
6.	Students identify specific resources (programs and helpers) available in their own community. As a class, students determine who they would like to invite as a guest speaker and together they compose a letter of invitation.	x				

MODULE
HUMAN GROWTH AND DEVELOPMENT

MIDDLE SCHOOL/JUNIOR HIGH

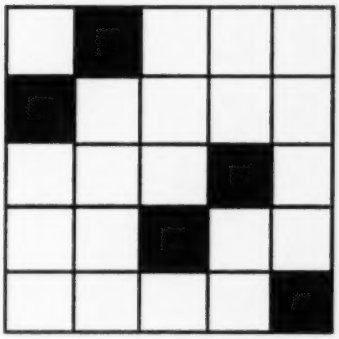
Instructional Objective 1

The students will describe the functions and roles of the body's systems.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students list the systems of the body (reproductive, digestive, nervous, skeletal, endocrine, excretory, immune, circulatory and respiratory). Working in small groups, students draw diagrams of selected body systems and label the parts. When complete, students then describe how the systems function.	x				
2. Using a model of the human body with removable organs, the teacher demonstrates the model and identifies the various organs. Each student is given a card on which the name of one of the organs in the model is printed. One at a time, students locate that organ on the model, name its system and describe its function. (This also might be a team or group activity.) Variation: If a model is not available, students might design and make their own model out of oak tag or poster board.	x				x
3. The students will play a game based on the rules of bingo. Each student either develops or is provided a dittoed game board consisting of 25 blank squares. Each student then colors in five of the 25 spaces, so that one square per row is covered. An example of the game board is shown below.		x		x	

(Continued on page 46)



GI = GAINING INFORMATION
CA = COMPREHENSION AND APPLICATION
EK = EXTENDING KNOWLEDGE
SA = SKILLS APPLICATION
BA = BONDING APPLICATION

MIDDLE SCHOOL/JUNIOR HIGH
Objective 1, continued

The teacher then writes a list on the chalkboard of 20 words relating to the functions and roles of the body's systems. Examples of words that might be included are the following: digestion, heart, circulation, puberty, lungs and organs. The students then randomly write one word from the teacher's list in each of the blank spaces. When the student boards are complete the game begins, with the teacher reading aloud a matching sentence for each word listed. For example: The body's pump is the... Each student, using a small square of paper, covers up the word "heart" on his or her game board. The game continues until a student has all of the spaces covered either in a diagonal or straight line.

	GI	CA	EK	SA	BA
4. The teacher demonstrates the use of language in discussing the reproductive and other body systems by explaining the four types of language listed below: • baby talk – usually learned at home to name biological functions and body parts; • street language or slang – usually learned from friends about biological functions and some body parts; • common language – used and recognized by most people, but not always accurate; and • scientific – used by medical personal, teachers and those who want to be precise and accurate. Students should be encouraged to use scientific language.		x			
5. Using plastic straws, clay, Ping-Pong balls, pipe cleaners, balloons, string, construction paper, glue and scissors, students work alone or in small groups to create models of a selected body system. When complete, the model is presented to the class, together with a description of the function of the organs and system.		x	x		x
6. Students have 15 to 20 minutes to physically arrange themselves to form a human organism. Each person must represent one or more parts of the system and be able to describe his or her function. Notes and resources may be used. To process this activity the teacher might ask the following: • How are you related to each other? • How did you organize yourselves as a group? • How did people treat each other? • How did you feel about this activity?			x	x	x
7. The teacher discusses puberty and lists the secondary sex characteristics associated with growing to maturity. For example, with females, breasts enlarge and hips widen. With males, the voice deepens and hair appears on the face, chest, arms and legs. During the discussion, the teacher should include the role of hormones in this change process.	x				

Resources

Films/Videos

Life Before Birth, Time-Life Video, 2171 Avenue of the Americas, New York, NY 10020.

Birth Process, Guidance Associates, Communications Park, Box 3000, Mount Kisco, NY 10549-9989

MODULE:
HUMAN GROWTH AND DEVELOPMENT

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 2

The students will differentiate between behaviors that protect the body and behaviors that potentially can harm the body.

ACTIVITIES

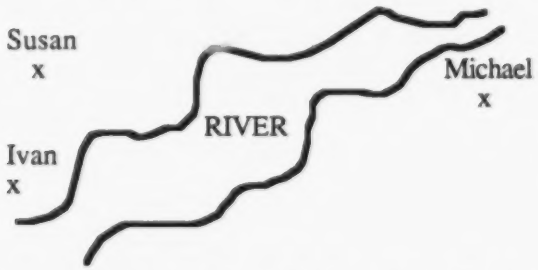
	GI	CA	EK	SA	BA
1. The teacher describes the decision-making model as outlined on page 11 and discusses its use and application in specific situations. The model then is applied to a specific problem, as the class works toward a decision.		x		x	
2. Students apply the decision-making model to problems they are trying to work out in their own lives. The teacher should respect the students' rights to privacy in this activity.			x	x	
3. The teacher discusses the relationship between responsibility and decision making. Then, working in small groups, students write and act out scripts that deal with responsibility issues. Examples include the following:			x	x	x
• Peer pressure. Three students try to talk another student into doing something he or she does not want to do.					
• Family. One student playing the role of adolescent tries to convince a parent to allow him or her to stay out late on a date.					
• Child-parent. One student plays the role of parent and tries to answer questions asked by another student, who plays the role of the teenager.					
4. The meaning of *assertive, aggressive* and *passive* responses are discussed (see glossary). The teacher writes the definitions on the chalkboard and models the responses, e.g., your younger brother is on the phone and you want to use it. Aggressive: "Give me that phone!" Assertive: "I need to use the phone." Passive: sits patiently awaiting turn. Other situations are explored and students share how they would react, e.g., (1) you are at a restaurant and the food you ordered is burned; or (2) a person you are not interested in asks you for a date. To assist in this activity the following chart might be used.		x		x	

RESPONSES

Situation	Passive	Aggressive	Assertive
You are at a restaurant; food is burned			

MIDDLE SCHOOL/JUNIOR HIGH
Objective 2, continued

	GI	CA	EK	SA	BA
5. Students identify behaviors and feelings needed for a successful dating relationship. Students first respond as individuals in writing, and then share ideas in a large group discussion. Each student interviews a parent or other adult about his or her first date. Questions might include the following: How did they meet? Did they fall in love? What curfews and rules were imposed?		x			x
6. The teacher reads to the class the "Alligator River" exercise found on page 49. While reading the story, the teacher should illustrate (see below) on the chalkboard the river and the names and locations of the characters. After listening to the story, the students respond individually, in writing, to the following: • Rank the characters from most offensive (1) to least offensive (5) and identify reasons for their classifications. • Identify the quality they liked the most about each character. • Identify the quality they liked the least about each character. • List at least three characteristics that are the opposite of the behavior of the person they ranked the worst. • Analyze alternatives that were available to Susan.			x	x	x
7. The teacher explains Toxic Shock Syndrome and the protective behaviors that need to be practiced by a menstruating female in order to avoid such an infection.	x		x		



After students complete their individual reactions, they are asked to share responses in small groups. All groups then participate in a class discussion. The teacher should encourage discussion around issues of consent and how we react differently toward people and situations.

Resources

Films/Videos

A Time To Tell, Coronet/MTI Film and Video, 108 Wilmot Road, Deerfield, IL 60015.
When Sex Means Trouble, Sunburst Communications, 101 Castleton St., Pleasantville, NY 10570-9971.

ALLIGATOR RIVER

Once upon a time there was a town that was divided by a river which had huge alligators in it. On one side of the river lived a young woman named Susan; on the other side of the river was her boyfriend named Michael. They had been going together throughout high school, and were anticipating the day they would be married. They saw each other daily, making contact by crossing the bridge that connected the two parts of town. One day there was a major storm and the bridge was washed away, cutting off one part of town from the other. As soon as she could, Susan went down to the river and looked for Michael on the other side. He, too, came down to the river and they yelled their love for each other across the river. For the next three days, Susan came down to the river, as did Michael, and they called and waved to each other, throwing kisses and waiting for the day they could be together again.

The next day, Susan came down to the river and Michael was not there. The following day she came down to the river and Michael again was not there. She became more and more anxious and began to pace up and down the riverbank. As she scanned the river, she noticed a high school friend named Simon approaching in a very spiffy, souped-up motorboat. She called to Simon, who came over to her side of the river. She told Simon how she'd been anxious to see Michael and how, because of the storm, she hadn't been able to. She asked Simon to take her across the river in his boat.

Simon eyed her sexually and said, "Sure, baby, I'll take you across the river. But, under one condition: that you sleep with me." Susan went through several exclamations of horror and concluded by saying she'd have to think about it. She walked away to visit another high school friend named Ivan to ask for his advice. She explained her plight and Simon's willingness, with the condition attached, to take her across the river. Ivan listened with interest, while he recalled that the talk in the locker room was that Simon has a sexually transmitted disease. Ivan looked at Susan and said, "You're really in a tough bind. It's a very difficult decision to make."

Susan made up her mind. She decided to sleep with Simon.

The next day, true to his word, Simon took her across the river. She ran up to Michael's house and knocked on the door. Michael answered and with astonishment he said, "Susan, how did you get here?" She told him the *whole* story, whereupon Michael, without another word, told her to leave his doorstep immediately. She was never to return, because she knew that his expectation was that they would be true to each other until their wedding day. He slammed the door in her face.

Sobbing, Susan walked down the street and met Tom, another high school friend. Tom asked what the problem was, and Susan, in a torrent of tears, told him the story. Tom became more and more enraged and told Susan that Michael needed to be taught a good lesson. He and Susan went back to Michael's house and knocked on the door. When he answered the door, Tom punched him. Michael reeled back, and Tom fell on top of him, hitting and kicking him, while Michael yelled for him to stop. Susan stood in the doorway with a smile on her face.

(Variation: Simon has AIDS.)

The above is an adaptation of a story which has been told in many ways by many authors.

MODULE
HUMAN GROWTH AND DEVELOPMENT

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 3

The students will analyze how cultural beliefs may affect adolescent behavior.

ACTIVITIES	GI	CA	EK	SA	BA
1. Students review a list of religious influences and cultural customs of families that might have an impact on an individual's health, e.g., fasting, home remedies and beliefs of how to care for the sick. Students then select a specific culture and write a report on that culture's influence on an individual's health.	x	x			
2. Working individually or in small groups, students create a collage using magazine pictures relating to the sexual innuendos and overtones used in advertising. Students then use the following questions as the basis for discussion: Why do advertisers follow this pattern? What are they trying to sell? What are the hidden messages? How does society react to these advertisements? What decisions should consumers make as they react to these ads?		x	x		x
3. Students list and define possible forms of sexual expression. They then discuss society's attitudes toward these forms of sexual expression, taking into account the varying attitudes of different cultural and religious groups. The class explores and debates possible results of these forms of expression.		x			
4. Students research national and state statistics on the leading causes of death and short life expectancy for both men and women. State statistics are available from the Connecticut Department of Health Services. Students might compare these general statistics to specific figures relating to minority populations, and analyze the reasons for the differences and/or similarities.		x	x		
5. The purpose of this activity is for students to understand that there are many individual reactions related to cultural issues. As an introduction, the teacher explains the meaning of the following words: *attitudes, stereotype* and *culture*. The teacher then displays four posters in different areas of the classroom. One of the following must be written on each poster: *strongly agree, agree, disagree* and *strongly disagree*. The teacher then reads aloud a list of behaviors (see examples below) to which the students respond individually and confidentially. (The student responses must match the language used in the poster.) The following are examples of behaviors to which the students respond: • It is acceptable for girls to participate in team sports. • It is acceptable for boys to play with dolls. • It is acceptable for women to be in the armed forces.			x	x	x

(Continued on page 51)

MIDDLE SCHOOL/JUNIOR HIGH

Objective 3, continued

After the students complete their responses, the teacher collects all papers and randomly redistributes them. The teacher then reads aloud one behavior at a time, e.g., It is acceptable for girls to participate in team sports. Based on the the responses, the students then stand in front of the appropriate poster. The teacher indicates that their responses cannot be viewed as being "right" or "wrong," but rather that they represent a variety of feelings and attitudes. Even though individual students may not agree with the written responses they receive, the teacher asks them to attempt to give a plausable explanation for this reaction. The teacher continues the activity by reading the next behavior from the list.

	GI	CA	EK	SA	BA
6. Working in small groups, students plan the "ideal" date for under $10. Students share their answers and then discuss how their "ideal" date would have both different and similar characteristics in another culture. The teacher and students together select the specific cultures to be researched. (Students will need resources to complete the second part of this activity.)		x			x
8. Students and their teacher collect a variety of current magazine pictures that depict life in different parts of this country and the world. Students then compare and contrast these pictures and report their findings. The report should focus on the effects of culture on behavior, clothes, hairstyle, etc.		x			

Resource

Killing Us Softly (video), Cambridge Documentary Films, P.O. Box 835, Cambridge, MA 02139, (617) 354-3677.

MODULE
HUMAN GROWTH AND DEVELOPMENT

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 4

The students will describe the physical, social and emotional changes that occur at puberty.

ACTIVITIES

		GI	CA	EK	SA	BA
1.	Working in small groups, students make lists of all the changes that take place during puberty for both boys and girls. They should include physical, social and emotional changes. (Resource materials will be needed.) Students compare their lists and discuss their entries. The following questions might be used: Why do these changes occur? What is good about these changes? What is difficult about these changes? In what ways are boys and girls experiencing the same or different changes?		x			x
2.	The teacher and students discuss factors that influence individual growth, e.g., heredity, nutrition, endocrine glands and overall health. In the discussion, the teacher includes causes of weight problems, the dangers of crash diets, why good health is important to growth, the role of heredity, the changes brought about by hormones and why these issues are especially important during adolescence.	x	x			
3.	The teacher explains and describes menstruation. Included in the discussion are the purpose and use of tampons and sanitary pads, as well as the relationship of the menstrual cycle to the reproductive cycle. The teacher emphasizes that not all girls experience these changes at the same age. The discussion continues with an explanation of nocturnal emissions, and that this is just one sign that change is taking place in the male. Again, the teacher must emphasize that not all males develop at the same rate. Students then consider, through individual writing, their feelings and reactions to their personal realization that their bodies are changing and taking on adult characteristics.	x	x			
4.	Working in small groups, students draw large pictures of a "typical" boy and "typical" girl of their own age. Students then make lists of words or short sentences that describe the "typical" boy and girl. As a class activity, the groups compare and analyze their pictures and discuss their descriptions.			x		x
5.	Students write about some of their earliest memories, including activities, responsibilities, joys and sorrows. These memories then are compared to life as adolescents. Experiences and feelings are shared with the class.		x			x
6.	A question box is made available to encourage students to ask questions and seek information anonymously. The teacher reviews and responds to these questions during class. (If a student question seems inappropriate, the teacher has an option to pass over it.)	x				

	GI	CA	EK	SA	BA
7. Students analyze the advantages and disadvantages of having a "steady" boyfriend or girlfriend.		x			
8. Sexual orientations are defined and discussed.	x				

Resources

Films/Videos

Dear Diary and *Am I Normal?*, New Diary Films, 22 River View Drive, Wayne Lakes, NJ 07470.

MODULE
HUMAN GROWTH AND DEVELOPMENT

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 5

The students will describe individual responsibilities associated with physical, emotional and social development.

ACTIVITIES	GI	CA	EK	SA	BA
1. The importance of nutrition, exercise, stress reduction and getting ample rest and sleep are discussed as factors associated with an individual's responsibility in developing good physical, social and emotional health.	x				
2. The teacher discusses steroids and explains their effects on growth and development. Discussion should center around the following questions: What are illicit anabolic steroids? Why do some athletes use steroids? What are the harmful effects of long-term use? What are the appropriate uses of steroids when prescribed by a doctor? Students should be made aware that they have a responsibility for their own healthy development.	x	x			
3. Students name five qualities they would look for in a relationship and rank them in order of importance. Working in small groups, students then share their responses and discuss similarities and differences.		x			x
4. The teacher selects several appropriate "Dear Abby" or similar advice columns from the newspaper to stimulate discussion. Working alone or in small groups, students prepare their own answers. Students should include alternatives and consequences in their answers.			x		
5. The teacher explains the dangers and ramifications of teenage pregnancy and parenting. The decisions that individuals must make to prevent teenage pregnancy should be discussed. Abstinence should be emphasized, but methods of birth control need to be explained. The teacher also explains that the proper use of a latex condom is the only form of birth control that will offer some protection from contracting AIDS and other STDs.	x	x			
6. Students prepare definitions for the term *peer pressure*. The teacher then discusses how adolescents are affected by peer pressure in both subtle and overt ways. Examples of positive and negative peer pressure are provided. Students working in small groups then share how peer pressure has affected some of their most recent decisions.	x	x			x
7. Students working alone or in pairs are given an uncooked egg and are asked to care for it for one week. Students may name and decorate their eggs and may make "nests" for them. The eggs cannot be left unattended. Any eggs found to be unattended are returned to the classroom. After one week, the teacher checks with students for the following: Did anyone keep the egg for a week? When did the eggs break or get lost? How did the "parents" feel?		x	x	x	

(Continued on page 55)

What responsibilities were needed to care for the egg? What qualities are necessary to be a good parent? How is this activity like being a parent? How is it different? Variation: Rather than an uncooked egg, small plants or other similar objects can be used.

GI	CA	EK	SA	BA
	x			

8. The teacher discusses with students the position of Lewis Carrol's *Alice in Wonderland,* when the caterpillar asked Alice, ... "and who are you?" Alice responded, "I hardly know sir. I know who I was when I got up this morning, but I think I must have changed several times since then." Students then consider the following questions: How does this relate to your own experiences and feelings? What are some of the reasonable and unreasonable expectations people have for you? What physical, social and emotional responsibilities do you have? Are they realistic?

   (Note: The idea for this activity came from *Family Living, Including Sex Education,* New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201, April 1985.)

Resources

AIDS Secondary Level Curriculum Resources Packet. Connecticut State Department of Education and Department of Health Services. April 1987.
Changing Bodies, Changing Lives, Ruth Bell (see bibliography).

Films/Videos
It Only Takes Once, Intermedia, 1600 Dester Ave., North Seattle, WA 98106.

MODULE
HUMAN GROWTH AND DEVELOPMENT

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 6

The students will identify personal and community resources.

ACTIVITIES

		GI	CA	EK	SA	BA
1.	The teacher identifies three levels of support which provide assistance to benefit one's health: local, state and federal. Students develop a resource list for each of the three levels.	x				
2.	A representative is invited from a local agency, e.g., American Heart Association, American Lung Association, American Cancer Society, to speak to the class about the organization's function and structure.	x				
3.	The class discusses an individual's responsibility in providing support and understanding to people who have AIDS, cancer, heart disease, or other life-threatening diseases.		x			
4.	The teacher and students together organize a panel presentation by community service providers, e.g., police officer, rape crisis manager, mental health provider, physician, social worker, regarding sexual abuse or another selected topic. Strategies for prevention and protection, reporting practices, resources and support should be included.	x				
5.	Students create their own newspaper front page containing articles and information on health issues. Students develop a name for the paper and design a front page layout which includes pictures. This newspaper is shared with other students, parents and administrators.			x		x
6.	Students analyze the limitations of using newspaper articles as sole sources of health information. Daily newspaper and tabloid styles of reporting are compared. Students are asked to collect a variety of newspapers, and the class then compares health articles for accuracy and sensationalism.			x	x	
7.	Students discuss how to have effective communications during an appointment with their physicians. The following should be addressed: • writing down questions to ask the doctor; • how to be specific in describing symptoms; and • if drugs are prescribed, how to ask what they are for and whether or not there are side effects.		x			
8.	The teacher invites a police officer to class to discuss students' rights and responsibilities as defined by law. During the discussion the police officer should identify resources and places of support for students whose legal rights are being violated, e.g., child abuse.	x				

MODULE
HUMAN GROWTH AND DEVELOPMENT

HIGH SCHOOL

Instructional Objective 1

The students will analyze the interdependence of the body's systems.

ACTIVITIES	GI	CA	EK	SA	BA
1. Students working in small groups are assigned one or more of the body's systems (digestive, circulatory, respiratory, excretory, nervous, endocrine, reproductive, integumentary, immune), to review and research. Students need to examine the following: functions of the system(s) assigned, names and functions of the parts of the system(s) and the interrelatedness of the system(s) to all other body systems.	x				
2. Based on previous knowledge of the body's support and control systems, students evaluate the fallacies, consistencies and inconsistencies which appear in the concept that "women can't work in construction or as firefighters, and men can't be nurses or care for babies." Factors in the body's systems that determine one's ability to perform these types of jobs are explained.			x		
3. The teacher explains the differences between positive and negative stress and how the body's systems can be affected. (Prior to this activity, students need to understand the following terms: *stress, distress, stressors, adrenaline* and *fatigue*.) Students identify situations that have caused them to have negative or extreme stress. Using those situations, students complete a writing assignment which answers the following: What was the physical reaction? What body systems were affected? What were the students thinking about and feeling at the time? What actions, if any, did they take to feel better? Did they talk to someone about the situation? If so with whom did they talk? Students later might share their responses, and the teacher should identify positive actions taken by the students to control their stress levels.		x			
4. A doctor or other health care professional is invited to discuss what happens to a person who has suffered a head injury. The following questions should be addressed: How can some systems work, while other systems stop? What is a coma? What does it mean to be kept alive on machines? The word *euthanasia* also should be discussed, and students might complete a research paper on the ethics of removing life support systems.		x			

GI = GAINING INFORMATION
CA = COMPREHENSION AND APPLICATION
EK = EXTENDING KNOWLEDGE
SA = SKILLS APPLICATION
BA = BONDING APPLICATION

HIGH SCHOOL
Objective 1, continued

	GI	CA	EK	SA	BA
5. Students analyze what happens to the body's systems when a person consumes a hamburger, french fries and milkshake at a "fast food" restaurant. Students also should examine how the body's systems interact.			x		
6. The teacher distributes a diagram of the male reproductive system. Students label the diagram and review the functions of the parts. Using the diagram, students trace the path of sperm from the testes to the penis. The relationship of an erection to ejaculation and orgasm is discussed. Also covered are the terms *impotence* and *sterility*. The teacher also explains the relationship of the reproductive system to other body systems, e.g., nervous, endocrine, circulatory.	x				
7. The teacher distributes a diagram of the female reproductive system. Students label the diagram and review the functions of the parts. Using the diagram, students trace the path of the egg from the ovary to the uterus. *Ovulation* and *fertilization* are discussed. The teacher also explains the relationship of the reproductive system to other body systems, e.g., nervous, endocrine, circulatory.	x				
8. Students research changes in a woman's body systems when she becomes pregnant, e.g., changes in muscle tone and hormone level. The need for proper nutrition, exercise and sleep, and the dangers of alcohol and other drugs to the mother and fetus, should be included.	x				

MODULE
HUMAN GROWTH AND DEVELOPMENT

HIGH SCHOOL

Instructional Objective 2

The students will identify responsible behaviors associated with interpersonal relationships and health.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students list 10 stressor events that they recall having occurred during the past month. On separate sheets of paper, they describe how they responded (positive and negative responses) to five of the stressors listed. Each student then chooses one response with which they were unsatisfied. Students then list alternatives to that response and answer the following: Would I react differently next time? Why or why not? How might I help a friend who is struggling with a similar problem? How might a friend help me?			x	x	
2. Students working in small groups read the case study printed below and decide what actions they might take to help this person. Groups then share their responses. Case Study: Your friend Tom is in several of your classes. He used to get good grades and be interested in his classes. During the past couple of weeks you noticed that he just sits and stares out the window. Lately he has said that he doesn't care about anything anymore, and has started giving away some of his favorite record albums and tapes.			x	x	x
3. The teacher presents short case studies for students to evaluate and arrive at a decision. For example: "It is early Saturday evening and you have no plans. What are you going to do?" Working in small groups, students follow the process of the decision-making model outlined on page 11. Students identify the problem, consider the options, consider the consequences of the alternatives and make a decision. Variation: Students think individually of a personal decision they have to make, or a problem they would like to resolve.				x	x
4. Students divide a sheet of paper into three columns. In the first column, students list qualities that are important for lasting, committed relationships. The second column should contain qualities important for close friends. In the third column, students list qualities that are important for casual friends. As a class, students then compare the responses in the three columns.		x			
5. The teacher discusses sexual behavior and responsibility, and explains that people are responsible for their own behaviors and for setting their own limits. Students then explore the factors that must be considered in making decisions about sexual behavior and the consequences of sexual intercourse – including pregnancy. The meaning of sexual abstinence is explained and discussed.		x		x	

HIGH SCHOOL
Objective 2, continued

	GI	CA	EK	SA	BA
6. Students working individually answer the following questions relating to their dating behaviors: Who sets the rules? Day(s) of week to date? Time to come home? Where to go? What to do about transportation? Who pays? Are the rules different for dating and going out with your friends? Why? If the rules are broken, what are the consequences? Students share individual responses in small group discussions, looking for similarities and differences.		x			x
7. Students examine the following situation individually, by writing their responses, and then sharing them with the class. Situation: Mary is 21 and pregnant. She does not feel she is ready to be a good parent. What are Mary's options? Who can help Mary decide what to do?				x	
8. The teacher invites a nurse practitioner, doctor or representative of the American Cancer Society to class to discuss pelvic, breast and testicular examinations.	x				

Resources

Films/Videos

Acquaintance Rape Series, O.D.N. Productions, 74 Varick St., 3rd floor, New York, NY 10013.
A Time To Tell, Coronet/MTI Film and Video, 108 Wilmot Road, Deerfield, IL 60014.
When Sex Means Trouble, Sunburst Communications, 101 Castleton St., Pleasantville, NY 10570-9971.

MODULE
HUMAN GROWTH AND DEVELOPMENT

HIGH SCHOOL

Instructional Objective 3

The students will analyze the physical, social and emotional changes that occur during adolescence.

ACTIVITIES

	GI	CA	EK	SA	BA
1. The class reviews the male and female reproductive systems, including ovulation, fertilization and implantation. Decisions that individuals must make to prevent pregnancy are discussed, and abstinence from sexual intercourse is emphasized.	x	x			
2. The teacher compiles a "mixed" list of facts and misconceptions about sex. Working in small groups, students discuss the list to determine which items are fact and which are not. When decisions are made, the students must be prepared to defend their answers. Students then share their answers. Examples follow: • A girl who acts or dresses in a "sexy" way is asking to be raped (misconception). • Males like and need sex more than females (misconception). • Sexual abuse is the primary reason for children running away from home (fact).			x		x
3. Students divide a sheet of paper into three columns and write the following headings: • What I want to accomplish in the next five years: • What my family expects me to accomplish in the next five years: • What my friends expect me to accomplish in the next five years: Students then respond to each of the three areas; analyze the similarities, differences and areas of conflict; and develop strategies for dealing with conflict.			x		x
4. In small groups, students discuss and recreate situations in which they have felt uncomfortable pressures. They then analyze how these situations could have been handled differently. Students might pretend that they are directing a made-for-television series using their own situations as plots, and then "play" the situation out.				x	x

HIGH SCHOOL
Objective 3, continued

	GI	CA	EK	SA	BA
5. The teacher defines *sexual role stereotype* (see glossary). In small groups, students react to and evaluate the following:			x		
6. Working in small groups, students discuss various methods used to communicate the things most people have trouble communicating – the importance of communication and who they might go to when they need help or support. Groups share and compare their responses. The teacher lists behavioral "red flags" of individuals who are in potential difficulty, e.g., persistent depression, drop in school grades, changes in eating or sleeping patterns, cutting classes, drug use and giving away possessions. The importance of communication and who can offer support and help should be emphasized.		x			
7. Students of the same sex are seated in a large circle and listen silently as their questions, which were written on cards anonymously, are answered by members of the other sex, who are seated in the center of the circle. Typical questions might be:		x	x		x
8. Students role-play good communication skills.				x	

Man for the field and woman for the hearth
Man for the sword, and for the needle she
Man with the head, and woman with the heart
Man to command and woman to obey
All else confusion.
– Alfred Tennyson, 1842

Variation: Students read *Bambi* and answer the following questions:

- Was Bambi a male or female? Why?
- Was the owl a male or female? Why?
- Was Flower a male or female? Why?

- What do you think of a girl (boy) who asks you out?
- Why do girls (boys) act so differently when they're in front of their friends?
- What do you look for in a girl (boy)?

The teacher should encourage communication and understanding.

Resources

Sex Choices and You (video), Alfred Higgins Productions, 9100 Sunset Blvd., Los Angeles, CA 90069.

MODULE
HUMAN GROWTH AND DEVELOPMENT

HIGH SCHOOL

Instructional Objective 4

The students will describe the physical, emotional and social changes that occur over a lifetime, from birth through death.

ACTIVITIES

		GI	CA	EK	SA	BA
1.	The teacher explains how one's need for love and affection changes, yet remains constant over a lifetime, and that changing needs affect behavior. Life stages might include toddler, young child, adolescent, young adult, older adult and senior citizen.	x	x			
2.	Each student interviews an older adult to determine when that person experienced major physical, emotional and social changes throughout his or her life. The individual also is questioned about the positive and negative aspects of growing older. In small groups, students share and evaluate the similarities and differences of their findings, and determine which results can be attributed to the following: culture, heredity, environment and overall health practices.			x	x	x
3.	Sexual changes that take place as individuals grow older are discussed. The discussion should include changes that occur for both males and females.	x				
4.	Students project the needs of people who might live to be 110 to 120 years old and evaluate how our society would provide for and accept these individuals. This should be compared with what we currently do for the elderly and whether or not there are differences for the "frail elderly" and the "active elderly." Students view the movie *Cocoon* and discuss the major issues addressed in the film.			x		x
5.	The class is divided in half to debate the pros and cons of mandatory retirement at age 65. Current articles, interviews, court proceedings and individual experiences are used as resources.			x		x
6.	Students are asked to assume that, in the year 2020, they are living in a world where organs and parts of the body are exchanged easily. Individually or in small groups, students then evaluate the implications for care or facility needs that would be required in such a world.			x		x
7.	Students working alone or in small groups chart the growth of an embryo from conception to birth, and from baby to age 3. The differences and similarities of the developing embryo and baby then are discussed. Graphs to relate size and organ development are recommended.	x				

HIGH SCHOOL
Objective 4, continued

	GI	CA	EK	SA	BA
8. The teacher discusses issues relating to divorce in our society. Students share responses and feelings to the following discussion topics: • reasons for divorce; • effects of divorce; • effects of remarriage and the joining of new families; • ways of coping with divorce; and • effects of divorce on a student's relationships with both parents.		x			
9. Students working alone complete the following: • When I die, I would like to be remembered as... • If someone I cared about died, I would feel... • If I knew I was going to die next month, I would... When completed, students then share their responses.		x			

MODULE
HUMAN GROWTH AND DEVELOPMENT

HIGH SCHOOL

Instructional Objective 5

The students will identify and analyze environmental conditions that can affect the body's systems.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Working in small groups, students research and report on the quality, availability and accessibility of health care services for the handicapped and elderly citizens of their community. Students also might include in their reports the services available for the homeless in their town or city.	x				
2. Students research and report on at least one specific environmental condition that has the potential to affect the body's systems, e.g., water pollution, excessive loud noise, second-hand smoke, radon gases, rodents and insects, and extreme cold or heat. In the report, the students need to identify how these conditions can affect the body, whether or not the situation is controllable, and, if controllable, who is responsible and what the possible solutions or alternatives to the problem(s) are.	x				
3. A speaker from the local Health Department is invited to discuss local, regional and state environmental problems and laws.	x				
4. Students evaluate their own physical responses to environmental factors, e.g., allergies and sinus infections. How these factors might affect career choices then are evaluated.		x	x		

MODULE
HUMAN GROWTH AND DEVELOPMENT

HIGH SCHOOL

Instructional Objective 6

The students will describe available resources for information and support.

ACTIVITIES

		GI	CA	EK	SA	BA
1.	Students identify local, state and national agencies which deal with issues relating to the body's systems. The agencies are categorized into one of the following: support and control, energy and transport, and endocrine and reproductive systems.	x				
2.	The class reviews advertisements, movies and standards of acceptable public behavior and how have these changed over the past 10 to 15 years. In small groups, students share the positive and negative effects of the messages and information communicated. How the current media messages will affect our society in the year 2000 also are evaluated.		x			x
3.	A guest speaker, e.g., American Heart Association,is invited to the classroom to discuss the nature of his or her organization's services, requirements for treatment and other information generated from students' questions.	x				
4.	Students review a list of qualities they would desire in a person who might help them solve a problem. Working in small groups, students share lists and summarize the most important qualities. Typical responses might include confidentiality, respect, nonjudgmental, caring and being a good listener. Using the list as a guide, students discuss how they might become better helpers, and then explore the process of deciding what referral and/or reporting systems would be most appropriate for specific situations, e.g., date rape.			x	x	x
5.	The class considers the following: The friend of a student suspects she is pregnant, or a friend just told a student that he or she may have AIDS. Students evaluate the scenario and develop a plan of action. Some factors to consider are as follows: how to involve the parents, what agencies can provide information and help, who to tell at school and what adults can best provide information. Decisions are made and defended by the class.			x	x	x
6.	Working alone or in small groups, students discuss the following: • What kinds of problems should I solve on my own? • When should friends or family members be consulted? • What kinds of problems should I seek help with from school officials or other sources? • What are some alternative actions I might follow when a plan for seeking help does not work out?			x	x	

HIGH SCHOOL
Objective 6, continued

	GI	CA	EK	SA	BA
7. The teacher invites a variety of health care workers (technical and professional) to class to discuss their work. The teacher needs to highlight this activity in terms of available resources, as well as possible future careers.	x				
8. Students compile a list of resources and treatment programs in the community. Items on the list should include address, telephone number, purpose of program, cost and whether or not the treatment program would be considered confidential.	x				

SUGGESTED ACTIVITIES BY GRADE
Primary And Upper Elementary

The following tables are provided to assist elementary teachers in determining developmentally appropriate activities for specific grade levels. Grade level differentiation of activities represents suggestions only. Each school district must determine activities which are appropriate for individual students (see page 1).

Key: The left side of each table lists objectives and activities as described in this module for both primary and upper elementary grade groupings. For example, in the primary table, 1.1 indicates objective 1, activity 1 as found on page 25. The 'x' indicates the recommended grade level for that activity. For example, objective 1, activity 1 is recommended for students in Grades K-1, while objective 1, activity 8 is recommended for students in Grade 2.

Please note that there are two tables, one for the primary grades and one for the upper elementary grades.

PRIMARY: Suggested Activities By Grade

Objective/Activity	GRADE LEVELS		
	K-1	Grade 2	Grade 3
1.1	x		
1.2			x
1.3	x	x	
1.4	x	x	x
1.5		x	x
1.6		x	x
1.7		x	x
2.1	x		
2.2		x	
2.3	x		
2.4	x		
2.5			x
2.6	x	x	
2.7		x	
2.8			x
2.9	x	x	
3.1		x	x
3.2		x	x
3.3		x	
3.4	x	x	
3.5			x
3.6	x	x	x
4.1	x		
4.2		x	
4.3		x	x
4.4		x	
4.5	x		
4.6			x
4.7			x
5.1	x		
5.2	x	x	
5.3		x	x
5.4			x
5.5			x

UPPER ELEMENTARY: Suggested Activities By Grade

Objective/Activity	GRADE LEVELS		
	Grade 4	Grade 5	Grade 6
1.1	x	x	x
1.2		x	x
1.3			x
1.4		x	x
1.5	x	x	
1.6	x	x	
1.7			x
1.8		x	x
2.1	x		
2.2	x		
2.3		x	x
2.4	x	x	
2.5			x
2.6		x	x
2.7		x	x
3.1			x
3.2		x	x
3.3		x	x
3.4	x	x	
3.5	x		
3.6		x	x
3.7			x
4.1		x	x
4.2	x	x	
4.3	x	x	
4.4		x	x
4.5			x
4.6			x
4.7			x
4.8		x	x
5.1			x
5.2			x
5.3	x	x	
5.4		x	x
5.5		x	x
5.6			x
5.7			x
5.8	x	x	

UPPER ELEMENTARY, continued: Suggested Activities By Grade

Objective/Activity	GRADE LEVELS		
	Grade 4	Grade 5	Grade 6
6.1	x	x	
6.2	x	x	
6.3			x
6.4		x	x
6.5	x	x	
6.6		x	x

RESOURCES

The agencies listed below provide educational services to Connecticut school districts. This list is not intended to be exhaustive, but will provide a sampling of the services available.

American Cancer Society

Provides materials free of charge for both children and adults. Materials include pamphlets, teaching kits and videos. Speakers also are available. Contact your local American Cancer Society.

American Heart Association

School health programs include:
"Heart Treasure Chest" (Pre-K-K)
"Getting to Know Your Heart" (Grades 1-3 and 4-6)
"Putting Your Heart Into The Curriculum" (Grades 6-8 and 9-12)
"Sweetheart Kit" (Grades 7-9)
"Jump For The Health of It" (Elementary and Intermediate)
"Heart Wise Newsletter" (For Teachers)

Also available: Computer software (Grades 6-8), audiovisual catalog, pamphlets and posters. Contact your local American Heart Association.

American Lung Association of Connecticut

School health programs include film library, Nursery-6 Lung Health Modules, "Marijuana: A Second Look" prevention/education program (4-6), 9-12 Lung Health Modules, "Growing Healthy" curriculum (K-7) and other lung health educational materials (K-12). First-time materials free of charge with additional programs and materials subject to cost. Contact your local American Lung Association.

American Red Cross

Provides free pamphlets and posters on AIDS, babysitting, CPR and first aid. Speakers are also available upon request. Contact your local Red Cross chapter.

Connecticut Alcohol and Drug Abuse Commission

Contact the Prevention Division at 566-7458 or the AIDS coordinator at 566-6555. Address for CADAC is as follows: 999 Asylum Ave., Hartford, CT 06105.

Connecticut Sexually Transmitted Disease Control Program

Provides in-service training for teachers. Through the in-service program, participants will be provided an STD curriculum guide, computer instruction program and other materials specifically for classroom use. Contact the State Department of Health Services, Sexually Transmitted Disease Control Program, 150 Washington St., Hartford, CT 06106, 566-4492.

Information also is available from the following:

AIDS Section
Connecticut State Department
of Health Services
150 Washington Street
Hartford, CT 06106
566-1157

American Association For Health,
Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22090
(703) 476-3429

American Diabetes Association –
Connecticut Affiliate
40 South Street
West Hartford, CT 06107
953-4232

Center for Chronic Disease – Urban/Rural Health
Connecticut Department of Health Services
150 Washington Street
Hartford, CT 06106
566-7867

Child Nutrition Programs
State Department of Education
P.O. Box 2219
Hartford, CT 06145
566-2220

Connecticut Clearing House
334 Farmington Ave.
Plainville, CT 06062
1-800-232-4424

Department of Children and Youth Services
170 Sigourney Street
Hartford, CT 06105
566-3661

Hartford Easter Seal Rehabilitation
Center
80 Coventry Street
Hartford, CT 06112
243-9741

Kidney Foundation of Connecticut
920 Farmington Ave.
West Hartford, CT 06107
549-1280

March of Dimes Birth Defects
Foundation
630 Oakwood Ave.
West Hartford, CT 06110
953-8500

New England Dairy and Food
Council
1157 Highland Ave. Suite 202
Cheshire, CT 06410
271-3533

State Department of Education
P.O. Box 2219
Hartford, CT 06145
566-2763

State Department of Health Services
150 Washington Street
Hartford, CT 06106
566-4800

GLOSSARY

Acquaintance rape — Forced sexual contact by a person the victim knows. This may include, but is not limited to, intercourse. Usually the offender is someone close in age to the victim.

AIDS (Aquired Immune Deficiency Syndrome)

- Aquired — Gotten from someone or something outside the body.
- Immune — The body's way of protecting itself from sickness.
- Deficiency — Not having enough.
- Syndrome — A group of signs which indicate that a person has a particular disease.

AIDS-Related complex — A human immunodeficiency virus (HIV) infection that is an early form of AIDS but not yet the disease itself.

Aggressive — Reacting in a hostile, attacking manner verbally and/or physically.

Antigen — A molecule which stimulates the production of an antibody.

Assertive — Clearly expressing what you want and how you feel. A straight-forward response.

Child maltreatment — (The following areas are included.)

- Emotional abuse — Failure to provide a loving environment in which children can thrive, learn and develop.
- Neglect — Failure to provide the necessities of life for a child. Neglect includes abandonment, lack of medical care, inadequate nourishment, inappropriate clothing, lack of supervision, unsafe housing and failure to send the child to school.
- Physical abuse — Physical injury afflicted other than by accident. The injury may not be intentional; it may result from over discipline or physical punishment inappropriate to the child's age or condition.
- Sexual abuse — Any form of sexual activity imposed upon a child which might range from voyeurism and exposure to fondling and intercourse.

Communicable disease — A disease that can be transmitted to others.

Condom — A contraceptive device placed over the penis to prevent sperm from entering the vagina. Also helps to prevent the transmission of the AIDS virus.

Consent — To agree or choose to participate in something as an equal. This means the participants must have equal knowledge, power and control. A child cannot have sex with an adult because he or she does not have equal knowledge, power and control.

Disease — An abnormal condition as a consequence of infection, genetic factors, weakness or environmental stress that impairs the correct functioning of a body part or system.

Enabling	Attempts made by significant groups, adults or peers which allow the continuation of positive and/or negative behaviors.
Heterosexuality	Sexual attraction for others of the opposite sex.
Homosexuality	Sexual attraction for others of one's own sex.
Infection	A condition that occurs when germs attack the body's cells, grow and reproduce.
Integument	The body system that includes the skin and membranes which enclose organs.
Lifestyle	The manner or way in which people live that reflects the attitudes and values of an individual or group.
Morbidity rate	The number of people who become ill from a disease.
Mortality rate	The number of people who die from a disease.
Noncommunicable disease	A disease that cannot be transmitted to others.
Offender	A person who commits a crime, or assaults or abuses another person.
Passive	Accepting objectionable actions or responses without taking action. Acceptance without resistance.
Self-talk	The "chatter" that goes on in one's own thinking and thought process.
Sexual abstinence	Restraint from sexual activity.
Sexual assault	Forced sexual contact that includes, but is not limited to, rape.
Sexual harassment	Bullying, persecution or manipulation using sexual language, threats or demands, usually in a frightening or threatening manner.
Sexuality	Our identity, senses, thoughts, feelings and actions related to our maleness and femaleness. It includes how we act with ourselves, our families and society and the relationships we have with others.
Sexual role stereotype	An untruth or oversimplification about the traits or behaviors common to one gender. Stereotypes are applied to each member of a group without regard to that person's individual characteristics.
Toxic-shock syndrome	A rapidly developing and sometimes fatal infection occurring especially in menstruating women using high-absorbing tampons.
Victim	One who is harmed by or made to suffer from an act.

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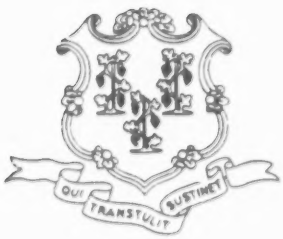
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